

ST. HILD'S CHURCH OF ENGLAND

VOLUNTARY AIDED SCHOOL
DIOCESE OF DURHAM



SUBJECT LEADER OF PERFORMING ARTS with a specialism in Drama

TLR 2A (currently £6,515)

Required for January 2019

The Governors are seeking to appoint an enthusiastic, dynamic and well-qualified Subject Leader of Performing Arts, to lead and develop Drama and Music at St Hild's Church of England School.

St. Hild's is a rapidly improving 11-16 Church of England School. The successful candidate will join St. Hild's Church of England School on our journey towards achieving our shared vision of delivering a world class education to all of our pupils. This was recently recognised by OFSTED:

"There is a positive and optimistic outlook for the future among pupils and staff at all levels."

We seek to provide opportunities for all employees to reach their full potential for the mutual benefit of the successful individual and the children in the school.

The successful candidate must:

- Demonstrate a sustained and proven track record of improvement in Drama
- Be able to oversee the Music Department and lead extra-curricular activities
- Demonstrate a clear vision for raising achievement in Drama & Music
- Have high expectations and be able to effectively manage change
- Show the ability to motivate and inspire all pupils through high quality teaching and learning
- Lead by example, be flexible and supportive and develop the skills of others

Further details are available from the school and completed application forms should be returned by **12 noon on Tuesday 26th June 2018.**

School is committed to safer recruitment practice and promoting the welfare of children and expects staff and volunteers to share this commitment.

**ST. HILD'S CHURCH OF ENGLAND VOLUNTARY AIDED SCHOOL
King Oswy Drive, West View, Hartlepool, TS24 9PB**

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Person Specification for Subject Leader of Performing Arts with a specialism in Drama

***The school is committed to safer recruitment practice and promoting the welfare of children and young people and expects all staff, volunteers and visitors to share this commitment.
The post is subject to safer recruitment measures, including an Enhanced Disclosure and Barring Service check.***

Criteria	Essential	Desirable
Qualifications (A)	Graduate or equivalent Qualified Teacher Status	Other higher qualifications Music qualifications
Professional Development (A) (I)	Have led professional learning activities Have a proven CPD record	Evidence of leading professional development across a department or school
Experience (A) (R) (I)	Successful teaching Drama through Years 7 to 11 Proven classroom management skills Experience of working with vulnerable children Experience of teaching and learning strategies to raise learner and department attainment Leading initiatives with successful outcomes	Experience of the Music curriculum Experience of leading a team Whole school responsibility Experience in leading school productions Ability to analyse and use data for school improvement
Knowledge and skills (A) (R) (I)	Ability to plan and deliver the Drama curriculum to allow pupils to become active learners Able to support the development of the Music curriculum and extra-curricular offers Ability to use ICT Understanding of systems to track and analyse attainment throughout all years Awareness of safer recruitment and basic child protection training Communicate effectively, both orally and in writing	Proactive in keeping up to date with strategic and national developments in Education Contribute positively and effectively to the formulation of improvement plans

<p>Personal Attributes</p> <p>(A) (R) (I)</p>	<p>Excellent interpersonal skills with the ability to inspire and motivate others</p> <p>Demonstrate the ability to prioritise</p> <p>Work as part of a team for the benefits of the pupils</p> <p>Show and promote positive attitudes, values and behaviour to support the ethos of the school</p> <p>Show and promote a passion for learning</p>	<p>Have organised extra-curricular activities</p> <p>Commitment to raising the standards in teaching and learning through CPD</p> <p>Develop productive relationships within the school environment.</p>
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ESSENTIAL/DESIRABLE CRITERIA WILL BE VERIFIED BY:

A=APPLICATION
I=INTERVIEW
R=REFERENCES



ST. HILD'S CHURCH OF ENGLAND SCHOOL

Subject Leader of Performing Arts with a specialism in Drama

Generic Job Description

At St. Hild's Church of England School we aim to provide all of our pupils with a world class education in a Christian context.

We expect to find God at work in our school

1 - Purpose:

1a - Generic

All TLRs are subject to annual review through the appraisal process.

The duties of a teacher awarded a TLR include a significant responsibility that is not required of all classroom teachers, and that:

- i. is focused on teaching and learning
- ii. raising standards attained by children in the identified area/s;
- iii. raising standards in teaching and learning in the identified area/s.
- iv. requires the exercise of a teacher's professional skills and judgement;
- v. requires the teacher to lead, manage and develop an area; or to lead and manage pupil development across the curriculum
- vi. has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- vii. involves leading, developing and enhancing the teaching practice of other staff.

1b - Specific

- i. To contribute to the distinctive nature of our church school ethos and culture.
- ii. To actively promote the schools 5 core values: Care; Equality; Honesty; Respect; Responsibility.
- iii. To be accountable for pupil progress and development within Drama and Music.
- iv. To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for pupils studying in the department, in accordance with the aims of the school and the curricular policies determined by the Governing Body and Headteacher of the school.
- v. To be accountable for leading, managing and developing the Geography curriculum area.
- vi. To effectively manage and deploy teaching/support staff, financial and physical resources within the department to support the designated curriculum portfolio.

1c – Additional Specific

- i. To lead whole school productions
- ii. To support the Communications co-ordinator in developing oracy
- iii. To report to SLT and Governing body

Below is a list of additional expectations beyond those of a classroom teacher as set out in the teacher standards.

2 - Leadership and Management:

- a) To lead the development of programmes of study that inspire and engage pupils, fulfilling the requirements of the national curriculum and relevant Examination Boards.
- b) To promote and secure inspirational teaching and learning across all classes.
- c) To lead and manage a team of professionals, ensuring high quality learning for all pupils, both in the classroom and beyond.
- d) To implement an effective assessment calendar in line with whole school assessment calendar, which will provide all pupils with appropriate assessments and opportunities to excel thus promoting knowledge, skills and understanding. Assessments must be both formative and summative and always promote the development of all pupils.
- e) To replicate the assessment calendar through the use of G4S allowing effective tracking and monitoring of the pupils' data.
- f) To oversee the progress of all pupils, taking effective action to intervene where data arising from excellent assessment processes suggests a need.
- g) To facilitate the professional development of all members of the team, in improving pedagogy and resources; ensuring their understanding of the part that they play in sustaining and growing an outstanding centre of learning.
- h) To have up to date knowledge of the latest developments in teaching within your subject specialism together with all issues related to examinations, curriculum and assessment.
- i) To coordinate and oversee the implementation of the departmental development plan and review processes.
- j) To ensure that departmental capitation is used efficiently in securing the best available resources to enhance learning across all key stages.
- k) To work with other leaders in order to produce a coordinated approach to identifying programmes of support and intervention.
- l) To liaise with colleagues in partner primary schools and own school designated primary link to ensure that the KS3 curriculum builds on learning at KS2 and enables rapid progression.
- m) To work with Year Leaders, SENCo and SMT in tracking pupil progress and ensuring that pupils are stretched in their learning.
- n) To ensure that parents and carers are well informed about their child's progress, and are able to support learning outside of school.
- o) To actively promote the school's ethos and core values within the department.
- p) To lead whole school developments through middle leaders board.
- q) To be accountable to appropriate SMT link.

3 - Teaching and Learning:

- a) To set high expectations for yourself and your team for quality teaching and learning.
- b) To use relevant classroom management strategies to ensure all departmental staff are equipped to deliver at the highest standards and purposeful learning environments are created.
- c) To take a lead in subject pedagogy including questioning, learning styles and oracy.
- d) To model effective practices with regard to planning to meet the needs of all learners, delivery of engaging lessons, frequent and accurate assessment and feedback, and intervention.

- e) To line-manage and appraise all members of the department team and to ensure that the quality of provision is routinely monitored by various means including pupil voice.
- f) To use performance data effectively, supporting the progress of pupils in lessons and intervention strategies implemented by staff.
- g) To set up and promote educational enrichment activities appropriate to your subject area (inc. trips and visits and extra-curricular activities).
- h) To take every opportunity to promote and raise the standards in literacy, numeracy, ICT and other key skills to give pupils more access to all parts of the curriculum and highlight the cross-curricular links that will support pupils in becoming lifetime learners.
- i) To enhance teaching and learning by closely working with those who have cross-curricular responsibilities

Teachers' standards

Preamble

Teachers make the education of their pupils their first concern, and are accountable for achieving the highest possible standards in work and conduct. Teachers act with honesty and integrity; have strong subject knowledge, keep their knowledge and skills as teachers up-to-date and are self-critical; forge positive professional relationships; and work with parents in the best interests of their pupils.

Part one: Teaching

A teacher must:

1 Set high expectations which inspire, motivate and challenge pupils

- _establish a safe and stimulating environment for pupils, rooted in mutual respect
- _set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions
- _demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils.

2 Promote good progress and outcomes by pupils

- _be accountable for pupils' attainment, progress and outcomes
- _be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
- _guide pupils to reflect on the progress they have made and their emerging needs
- _demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
- _encourage pupils to take a responsible and conscientious attitude to their own work and study.

3 Demonstrate good subject and curriculum knowledge

- _have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings
- _demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship
- _demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject
- _if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics
- _if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies.

4 Plan and teach well structured lessons

- _impart knowledge and develop understanding through effective use of lesson time
- _promote a love of learning and children's intellectual curiosity

- _set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired
- _reflect systematically on the effectiveness of lessons and approaches to teaching
- _contribute to the design and provision of an engaging curriculum within the relevant subject area(s).

5 Adapt teaching to respond to the strengths and needs of all pupils

- _know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
- _have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
- _demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
- _have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.

6 Make accurate and productive use of assessment

- _know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements
- _make use of formative and summative assessment to secure pupils' progress
- _use relevant data to monitor progress, set targets, and plan subsequent lessons
- _give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback.

7 Manage behaviour effectively to ensure a good and safe learning environment

- _have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- _have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
- _manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- _maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary.

8 Fulfil wider professional responsibilities

- _make a positive contribution to the wider life and ethos of the school
- _develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support

- _deploy support staff effectively
- _take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues
- _communicate effectively with parents with regard to pupils' achievements and well-being.

Part two: Personal and professional conduct

A teacher is expected to demonstrate consistently high standards of personal and professional conduct. The following statements define the behaviour and attitudes which set the required standard for conduct throughout a teacher's career.

Teachers uphold public trust in the profession and maintain high standards of ethics and behaviour, within and outside school, by:

- _treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position
- _having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- _showing tolerance of and respect for the rights of others
- _not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs
- _ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.

Teachers must have proper and professional regard for the ethos, policies and practices of the school in which they teach, and maintain high standards in their own attendance and punctuality.

Teachers must have an understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities.

DfE: with effect from 1st September 2012